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ABSTRACT

A series of 30 telelessons and an accompanying manual designed to train teachers of adult basic education was developed by the Maryland State Department of Education and then utilized and evaluated in 25 colleges and universities throughout the United States. The purpose of the evaluation was to describe the types of courses, students, faculty, and instructional procedures involved, determine the effectiveness of the program, and survey the reactions of faculty, students and state-level personnel to the program. Questionnaire survey forms were used to gather information about the nature of the courses, students and instructors. Evaluation reports were used to gather information from students and faculty about their reactions to each lesson. A criterion referenced test was administered prior to, and at the completion of instruction. Of the 430 students in the 25 schools, 356 completed both pre and post tests. State reports were received from 36 persons. Conclusions demonstrated the value of the program and the feasibility to implement it in a variety of ways and settings. Complete findings, recommendations, and evaluation instruments are included. (WL)

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ED128579

AN EVALUATION OF THE INSTRUCTIONAL TELEVISION PROGRAM BASIC EDUCATION: TEACHING THE ADULT

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Prepared for the Division of Instruction

MARYLAND STATE DEPARTMENT OF EDUCATION

by

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Curriculum and Evaluation Consultants is pleased to have had the opportunity to conduct the evaluation of the Adult Basic Education Instructional Television Program for the Maryland State Department of Education. The project staff hopes that this study will make some contribution to the improvement of Adult Basic Education throughout the nation.

The evaluation team appreciates the assistance and cooperation of Ms. Sandra Gruetter, Project Director, in collecting data; Mr. Wayne Wharton of the Adult Education section for arranging for the field test of the criterion referenced test, and Dr. Mohammed Shami of the Division of Research for his advice.

The instructors listed in Appendix B and their students who contributed their time and talent completing the various instruments are the heart of this evaluation. We are most grateful for their cooperation.

The final copy of this report was edited by the Maryland State Department of Education.

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I

INTRODUCTION

A series of 30 telelessons and an accompanying manual designed to help train teachers of adult basic education was developed over a two year period (1972-74) by the Maryland State Department of Education (MSDE). The development of this series, entitled Basic Education: Teaching the Adult, was a cooperative effort of the Adult Continuing Education Section of the Division of Instruction and the Division of Instructional Television of MSDE.

Under a special grant from the United States Office of Education, the series was utilized and evaluated in courses to train teachers of adult basic education in 25 colleges and universities throughout the nation during the first half of 1975. This report describes the process and results of the evaluation.

CE 007 601

II

PURPOSE

The purpose of this evaluation was to describe the types of courses, faculty, students and instructional procedures involved, to determine the effectiveness of the program and survey the reactions of faculty, students and state level personnel to the series.

The study was designed to provide answers to the following questions:

1. In what types of courses was this program utilized?
2. What type of faculty taught these courses?
3. What types of students enrolled in these courses?
4. What types of learning activities, materials and out-of-class assignments were used in these courses?
5. Was there a difference in achievement among learners with various years of learning experience?
6. Was there a difference in achievement between learners who have had previous ABE teaching experience and learners who have not?
7. Was there a difference in achievement between learners with full time ABE teaching experience and learners with only part-time experience?
8. Was there a difference in achievement between learners who have had previous ABE training and learners who have not?
9. Was there a difference in achievement between learners who have previously taken a T.V. course and learners who have not?
10. Was there a difference in achievement among learners in various geographical locations?
11. How did the instructors of the course react to the program?
12. How did the students in the courses react to the program?
13. How do state department personnel perceive the program?

III
PROCEDURES

In order to provide answers to the questions posed in the previous section, it was necessary to select a research design, develop instruments, collect data, identify a population from which to collect data and decide upon the most suitable way to analyze the data.

Design. The original project design planned to compare classes using the T.V. series to a control group of classes covering the same content but not using T.V. or the manual. However, when a control group could not be recruited to participate in the project, both the purpose and design of the evaluation were revised.

In order to gather data about the nature of the course, the instructor and the students, a pre-instructional survey was conducted.

A pre-post test design was used in comparing achievement of various groups in the program.

Continuous reporting at the completion of lessons was the basis for student and instructor evaluation.

Instruments. A variety of instruments were developed to collect data. These consisted of two basic types; questionnaires and a criterion referenced test.

Each of the questionnaires was developed by members of the staff of Curriculum and Evaluation Consultants (CEC) and critiqued by the project director

and the research division of MSDE. Copies of the Course Information Survey, Student Profile Survey, Instructor Weekly Report, Student Evaluation Form and State Survey are included in Appendix A.

The criterion referenced test was also developed by CEC. Due to a delay in receiving the manuals and revised scripts, the unavailability of a playback unit for the tapes and the few returns received from a field test by students who had piloted the series the previous spring, the original plan for developing the test had to be modified.

A pool of 148 multiple choice test items referenced to the objectives stated for each lesson in the script, was developed. These were distributed to a group of 35 students, some of whom had seen the tapes before and others who were graduate students in education. Twenty of these were returned completed.

A simplified item discrimination was used as a basis for selecting 85 items for the final form of the test. The first step in this procedure was to separate the tests into two groups based on the number of correct answers to the test. The ten tests with the most correct answers were placed in the high group; the other ten in the low group.

The percentage of persons in each group who answered each question correctly was computed. Those questions in which the percentage of correct answers was greater in the high group than the low group were identified, this resulted in a list of 97 questions.

Since each question was referenced to a specific objective of the program and since the staff wished to sample as many objectives as possible,

the questions were grouped and examined by objectives. Only four of the 75 objectives in the program had no questions which positively discriminated. For the rest of the objectives, a maximum of three and a minimum of one question were selected for the final form of the test. Those items having the greatest difference between the high and low groups were selected with the aforementioned limitations. Thus, 85 questions were included in the final form of the test.

For security purposes no copy of the test is included in this report. Copies are on file with the Adult Continuing Education Section of the Division of Instruction of MSDE.

Population. The project director actively recruited colleges and universities throughout the country to participate in the project. Thirty-two institutions agreed to offer 34 classes which would utilize the television series. A total of 25 participated in the project and 23 returned post tests. A list of 25 schools which contributed some data utilized in this study is included in Appendix B.

No schools could be found to serve as a control group. These courses included 430 students, of which 356 completed both the pre test and the post test.

Not all students or instructors completed all the survey instruments for all the lessons. Comments on some instruments revealed that not all of the tapes were shown in some courses. Unfortunately, it is impossible to determine if missing reports were simply not completed or the tapes not shown.

The project director provided CEC with a mailing list of persons in 56 state and territorial departments of education. A survey soliciting their perceptions of the series was mailed to each one. Those not returning the survey in a month were sent a follow-up letter. A total of 36 surveys (64%) were received.

Analysis. The analysis of variance for repeated measures was the statistical technique used to compare various categories of the population on achievement. Descriptive techniques are used to explain survey results.

IV

FINDINGS

The data collected, the procedures by which they were collected, and the analysis and results are organized according to the questions they answer.

1. In what type of courses was this program utilized?

Each instructor completed a course information form at the onset of the class. A compilation of the 23 forms returned is displayed in Table 1

All courses carried graduate credit, the most common being three semester credits. All but one course met once a week, generally in the late afternoon or evening. The majority of these courses (60%) met on the main campus.

The tapes were usually shown in class on a self-contained playback unit operated by the instructor. The manual was required reading in most of the classes.

Class size varied, but 91% had less than 30 students. Sixty-nine percent ranged from 10 to 29 students.

Course outlines were prepared for more than half the courses. Textbooks were used in only 22% of the classes.

In summary, all conditions for these courses seemed reasonable, with the possible exception of the once-a-week meeting.

TABLE 1

COURSE INFORMATION

Academic Credit	Yes . . . 23 No . . . 0
Number of credits	5 credits . . 1 4 credits . . 3 3 credits . . 19
Type of credit*	Semester . . 15 Quarter . . 8 Inservice . . *1 *1 offered both semester and inservice credit
Level of course	Graduate .16 Both graduate and undergraduate . . 7
Length of course (in weeks)	18 weeks . 1 15 weeks . 8 11 weeks . 2 17 weeks . 1 13 weeks . 1 10 weeks . 3 16 weeks . 3 12 weeks . 3 No report . 1
Day(s) class met	Monday . 5 Thursday . . 4 Tuesday and Tuesday . 4 Friday . . 2 Saturday . . 1 Wednesday 4 Saturday . . 3
Time of day class met	Before noon . . . . . 2 Between 1:00 - 4:00 . . . . . 1 Between 3:00 - 7:00 . . . . . 11 Between 6:00 - 10:00 . . . . . 7 All day 2
Location of class	Main campus . . . . . 14 Extension campus . . . . . 2 School district. . . . . 5 Other . . . . . 12 1 at community college 1 unspecified
Facility used*	Classroom . . . . . 9 T.V. studio . . . . . 6 Learning center or library . . . . 11 Media center. . . . . 8 *some used two facilities

Video equipment*	Self-contained . . . . . 19 Monitor . . . . . 6 Unspecified . . . . . 1 *some used both self-contained and monitor
Equipment operation*	Instructor . . . . . 18 Technician . . . . . 4 Volunteer . . . . . 1 Individual students . . . . . 3 *some used two types of operators
Preview of tapes	All . . . . . 16 Some . . . . . 6 No response 1
When tapes were viewed*	In class . . . . . 20 Scheduled . . . . . 15 On demand . . . . . 4 No report . . . . . 1 Out of class . . . . . 5 Scheduled . . . . . 0 On demand . . . . . 5 *some both ways
Manuals	Required reading before viewing . 17 Required reading after viewing . 3 Optional . . . . . 2 Other (special assignment) 1
Number of students in class	35 to 40 . . . . 1 15 to 19 . . . . 5 30 to 34 . . . . 1 10 to 14 . . . . 3 25 to 29 . . . . 5 5 to 9 . . . . 4 20 to 24 . . . . 3 No report . . . 1
Course outline	Yes . . . . 23 No . . . . 8 No report 2
Text required	Yes . . . . 5 No . . . . 17 Suggested 1

2. What type of faculty taught these courses?

Each instructor was asked to provide information about his/her own background on the course information form. A compilation of these responses are presented Table 2.

Over 75% of the instructors teaching the course were full time faculty at the institution, held the doctorate and had experience teaching ABE learners themselves. Over two-thirds had less than 10 years college experience, and only slightly over half had pre-college teaching experience. Over three-fourths had expertise in some area of adult education.

TABLE 2

INSTRUCTOR PROFILE

Appointment	Full-time . . . 17 Part-time . . . 6
Rank	Professor . . . . . 6 Associate. . . . . 6 Assistant . . . . . 9 Visiting lecturer . . . . . 1 None 1
Experience teaching	College 0 to 4 years . . . . . 7 5 to 9 years . . . . . 7 10 to 15 years . . . . . 4 16 or over . . . . . 2 No report . . . . . 3 Pre-College 0 to 4 years . . . . . 4 5 to 9 years . . . . . 7 10 to 15 years. . . . . 2 16 or over. . . . . 0 No report . . . . . 10 Other experience Administration . . . . . 4 (10 to 25 years) Adult Education . . . . . 1 (3 years) State Department of Education . . . . . 1 Church Education. . . . . 1 (10 years)

Taught ABE	Yes . . . . 17 No 6
Education	Doctorate . . . . . 19 Masters + 30 . . . . . 3 Masters 1
Area of Expertise	Adult Education . . . . . 15 Administration . . . . . 6 ABE Program Development . . . . . 3 Vocational Education . . . . . 2 Guidance . . . . . 2 Mathematics . . . . . 2 Reading . . . . . 2 Literacy . . . . . 1 Community College . . . . . 1 Technical Education . . . . . 1 Educational Foundations . . . . . 1 Social Science and History . . . . . 1 Agricultural Education . . . . . 1 Elementary Education . . . . . 1 Continuing Education . . . . . 1 Curriculum . . . . . 1 Career Education 1

3. What types of students enrolled in these courses?

Students were requested at the start of the course to complete a profile sheet (see Appendix A) concerning themselves, their background, experience and opinions about T.V. and ABE. Four hundred thirty profile sheets were received. Although both pre and post tests were received from 356 of these students, all 430 profiles were analyzed in this section. Not all students responded to every question.

Table 3 indicates the number of individuals making each response and the percentage of the total group this represents. Also included are lists of other types of experience and training indicated.

The median age of the group was 35, with 59% being over 30. The group was predominantly graduate level (89%), mostly female (62%) and averaged about 8 years of teaching experience, although 32% had 10 or more years of teaching background. Fifty-five percent had taught ABE; one-third of these had some full-time experience in this area.

Less than half of the group (45%) had any previous training in ABE. For those who did, about half had college courses and half local inservice work.

A majority of those enrolled in these courses (55%) had previously experienced instruction via television. Only 20% had taken a complete television course, however. One-third of the group had used television in their own teaching before, although in a variety of ways.

Almost all (98%) of these students felt television was a good medium for learning, at least some of the time.

TABLE 3

STUDENT PROFILE

(based on 430 responses)

Age:	18 to 20 3	(1%)	
	20 to 25 66	(15%)	
	26 to 30 87	(20%)	Median Age - 35
	Over 30 253	(59%)	
	No response . . 15	(5%)	
Gender:	Male 158	(37%)	
	Female 263	(62%)	
	Unidentified . . 4	(1%)	
College Status:	Undergraduate . 43	(10%)	
	Freshman . . . 1	(0%)	
	Sophomore . . 11	(3%)	
	Junior 10	(3%)	
	Senior 15	(3%)	
	Unidentified . 6	(1%)	
	No response . 16	(3%)	
	Graduate. . . . 371	(87%)	
	Non-degree . 60	(14%)	
	Masters 89	(21%)	
	Post Masters . 125	(29%)	
	Unidentified . 97	(23%)	
Years of Teaching Experience:	0 to 1 year . . . 87	(20%)	
	2 to 4 years . . 90	(21%)	Median Experience
	5 to 10 years . . 107	(25%)	- 8 years
	10 or more . . . 136	(32%)	
	No response . . 10	(3%)	
Experience at Levels:	Elem. (K-6) . . 144	(33%)	
	Sec. (7-12) . . 194	(45%)	
	College 52	(12%)	
	ABE 236	(55%)	
	Other 72*	(17%)	

TABLE 3 (continued)

ABE Experience:	Full time	76	(32%)
	Part-time	160	(68%)
Previous ABE Training:	College Courses	122	(26%)
	Local Inservice	105	(24%)
	Other	54**	(13%)
Other Educational Experiences with T.V.:	Yes	235	(55%)
	No	193	(45%)
	No response	2	(0%)
Types of educational T.V. experience:	Taken T.V. course	86	(20%)
	Viewed T.V. in other courses	144	(33%)
	Taped and viewed tapes of my activities for feedback	130	(30%)
	Other	22***	(5%)
Used T.V. in teaching:	Yes	137	(32%)
	No	282	(66%)
	No response	11	(3%)
How used T.V. in Teaching:	Made tapes	59	(13%)
	Used tapes	74	(17%)
	Students made tapes	33	(8%)
	Replay for feedback	63	(15%)
	Other	24****	(6%)
Feel T.V. is good Medium for Learning:	Yes	233	(54%)
	Sometimes	190	(44%)
	No	3	(1%)
	No response	4	(1%)
Like to teach ABE:	Yes	332	(77%)
	No	9	(3%)
	Not sure	85	(19%)
	No response	4	(1%)

* Other types of teaching experiences
- Pre-school
- Administration
- Church
- Special education
- Tutoring
- Vocational and Technical
- Industrial training
- English as a Second Language
- Nursing education
- Senior Citizens
- Librarian
- A.V. Coordinator

** Other Types of ABE training
- Workshops
- Military training
- Institute of Life Insurance
- Extension service
- Church inservice

*** Other types of learning involving T.V.
- Military
- Television production

**** Other uses of T.V. in Teaching
- Viewed commercial and P.B.S. programs
- Produced T.V. Lesson

Over three-quarters of the group (77%) indicated they do like, or would like to teach ABE, with a smaller proportion (19%) not sure.

In summary, the students who enrolled for this television course in teaching adult basic education are, for the most part, mature, educated and experienced teachers. Many had ABE experience, most liked, or would like to teach ABE. A majority had experience with educational television and feel it is a good medium for learning.

It may be concluded that most of the students enrolled in these courses had the background and attitude that would enable them to benefit from this type of instruction.

4. What types of learning activities, materials and out-of-class assignments were used in these courses?

Instructors were asked to make weekly reports on the lessons covered during the week. Part of these reports dealt with the learning activities other than television used in class, materials used other than the manual, and out-of-class assignments. Tables 4, 5, and 6 indicate the number of instructors reporting various types of activities, materials and assignments respectively.

Table 4 shows that large group discussions and lectures by the instructor predominate. Following these techniques in frequency of use are small group discussions and individual work by students.

Table 5 reveals that library books, texts, journals and handouts seem to be the most frequently used materials other than the manuals. Notably absent is the use of many other audio or visual materials.

Table 6 reveals the widespread use of the manuals as an out-of-class assignment. Other assignments rested heavily on reading (text and library).

Since the number of reports returned varied from lesson to lesson, it is not possible to make precise comparisons. However, the frequency of responses reveal trends in each area. The trend is a traditional lecture-discussion-reading approach.

TABLE 4

LEARNING ACTIVITIES USED IN CLASS (Other than T.V.)

Lesson	Lecture		Discussion		Panel	Quiz Test	Oral Reports	Other Media	Field Trips	Indiv. Work	Q & A	Indiv. Projects	Other
	Inst.	Guest	Large	Small									
1	9	1	7	7	0	3	2	1	0	5	1	0	0
2	10	2	14	7	0	4	4	1	0	6	1	1	0
3	10	3	13	7	1	4	5	1	0	4	1	1	0
4	8	2	12	8	1	2	5	1	0	6	1	1	3
5	7	2	12	6	0	1	5	1	1	6	1	1	4
6	6	2	10	5	0	1	5	1	0	5	1	1	3
7	9	2	10	10	1	2	5	1	0	5	1	0	2
8	9	3	12	8	0	2	7	1	1	5	1	1	1
9	8	3	11	5	0	0	8	2	0	5	0	1	1
10	5	2	8	4	0	0	6	0	0	3	1	0	1
11	5	1	8	3	0	1	3	1	0	6	0	0	1
12	3	1	8	5	0	1	1	1	0	4	0	0	1
13	5	1	9	7	0	1	2	1	0	4	0	0	0
14	4	2	9	7	0	1	1	1	0	5	0	0	0
15	4	2	9	6	0	0	0	0	0	5	0	0	1
16	4	2	9	6	0	0	0	0	0	5	0	0	1
17	5	5	9	6	0	1	2	0	0	3	0	0	1
18	6	5	10	6	0	1	2	0	0	4	0	0	1
19	9	6	12	6	0	1	3	1	0	6	0	0	2
20	8	5	12	3	0	1	5	1	1	5	0	1	1
21	9	5	10	4	1	2	6	1	0	5	0	1	2
22	7	4	9	6	0	2	4	0	4	4	0	0	2
23	7	4	11	7	1	1	0	0	0	4	0	0	2
24	6	3	12	6	1	1	0	0	0	4	0	1	2
25	6	3	13	6	1	2	2	1	0	3	0	1	1
26	6	3	12	6	0	2	2	1	0	3	0	1	1
27	6	4	10	5	0	1	2	1	0	2	0	0	1
28	5	5	10	4	0	1	2	1	0	2	0	0	1
29	6	2	6	5	0	1	1	1	0	2	0	0	2
30	7	2	6	5	0	2	1	1	0	2	1	0	2

TABLE 4 (continued)

*Other Learning Activities

Student demonstration of teaching-Lesson 4,5
Questioning guest resource person-Lesson 4, 5, 6
Work on task analysis - Lesson 7,8
Group Process training - Lesson 7
Students demonstration of projects-Lesson 9, 10, 19
Students used as resource person-Lesson 15, 16, 21, 22, 23
Student papers-Lesson 17, 18, 29, 30
Student demonstration on human relations-Lesson 6, 20
ABE students presented their reasons for joining ABE and what they got from it - Lesson 23, 24
Evaluation form of instruction - Lesson 5, 6, 11, 12, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30

TABLE 5

MATERIALS USED (OTHER THAN MANUAL)

Lesson	Texts	Library	Visuals	Audio	Journals	Handouts	Prog. Inst.	Learning Packets	Other*
1	5	5	0	0	4	7	0	0	1
2	8	8	0	0	7	8	0	1	0
3	8	8	0	0	6	7	0	1	0
4	8	8	0	0	6	8	0	1	0
5	6	6	0	0	6	6	0	1	1
6	5	6	0	0	6	6	0	1	1
7	7	8	0	0	5	9	0	2	3
8	6	8	0	0	6	6	0	2	3
9	6	9	0	0	5	7	0	0	1
10	4	5	0	0	5	3	0	0	1
11	4	6	2	0	5	4	0	0	2
12	3	3	1	0	3	3	0	0	1
13	5	3	0	1	4	3	0	0	1
14	6	3	0	1	4	0	0	0	2
15	4	3	0	0	3	3	0	0	1
16	4	3	0	0	4	4	0	0	1
17	5	4	0	0	4	7	0	0	3
18	5	4	0	0	4	7	0	0	2
19	7	6	0	0	5	8	0	0	3
20	7	7	1	1	6	7	1	2	1
21	7	7	0	0	5	5	0	1	1
22	4	5	0	0	5	3	0	0	3
23	4	3	0	0	3	4	0	0	3
24	5	2	0	0	4	3	0	0	3
25	7	3	1	0	7	6	0	0	3
26	5	5	1	0	6	6	0	0	2
27	3	4	1	0	7	4	0	1	1
28	2	5	1	0	8	4	0	1	2
29	1	4	1	0	5	4	0	0	2
30	4	3	1	0	3	3	0	0	2

TABLE 5 (continued)

*Other Materials

Course Outline - Lesson 1
Lecturette - Lesson 5, 6
LINC Program - Lessons 7, 8
Newspaper article - Lessons 14, 15, 16, 17, 18, 20, 30
Testing instruments - Lessons 22, 23, 24, 25, 26
Flip pictures on Metrics - Lessons 15, 16
Evaluation sheets - Lessons 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 21, 22, 23, 24, 25, 26, 27, 28, 30
Information on GED program - Lesson 28
ABE Test - Lesson 7, 8
Conference Report - Lessons 16, 17
Student prepared material - Lessons 16, 17, 18, 19
Magazines - Lessons 19, 20, 21
Report on ABE Teaching qualifications - Lessons 23, 24

TABLE 6
OUT OF CLASS ASSIGNMENTS

Lesson	Text	Library	Manuals	Research Paper	Lesson Plans	Oral Reports	Other*
1	4	5	11	3	0	3	5
2	6	7	12	4	1	4	5
3	5	5	12	4	1	5	5
4	5	4	12	3	1	5	6
5	5	6	10	3	1	4	6
6	5	5	9	2	1	4	5
7	5	5	11	1	0	4	3
8	5	7	11	2	1	5	2
9	4	8	10	2	1	5	2
10	1	5	9	1	0	4	1
11	1	6	9	0	0	3	2
12	2	5	9	1	1	4	2
13	2	5	9	1	1	3	2
14	3	4	8	1	0	4	3
15	3	3	9	1	0	3	3
16	3	3	9	1	0	3	3
17	3	2	8	1	0	3	3
18	2	2	8	1	0	3	2
19	3	2	12	1	0	4	4
20	3	5	11	3	1	4	2
21	1	4	9	3	1	2	2
22	2	3	12	1	0	2	2
23	2	3	10	2	0	4	1
24	2	3	11	2	0	4	2
25	4	4	9	3	1	2	3
26	3	4	10	3	1	2	2
27	2	4	9	3	0	3	2
28	1	4	10	3	0	3	2
29	1	3	8	2	0	2	2
30	1	2	7	2	0	2	1

TABLE 6 (continued)

*Other Assignments

Students list questions they want answered - Lessons 1, 2, 3, 4, 13, 14, 15, 16

Individual learning activities of students choice - Lessons 1, 2, 3, 4, 5, 6, 11, 12, 13, 14, 15, 16

Complete evaluation of instructional sheets - Lessons 1, 2, 3, 4, 5, 6, 17, 19, 24, 25, 26, 27, 28

Work on individual project - Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30

Prepare a T. V. presentation - Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9

Critique of group planning - Lessons 4, 7

Read handouts - Lessons 17, 18, 19, 25

Visit ABE Lab to review materials and hardware - Lessons 19, 20, 21, 22

5. Is there a difference in achievement among learners with various years of teaching experience?

Students in these courses were pre and post tested on the criterion referenced test to determine their achievement of the objectives of the series. These tests were analyzed in a variety of ways, one of which was according to teaching experience.

Figure 1 illustrates graphically the change in mean scores from pre to post test for each of pre experience groups (0-1 year, 2-4 years, 4-9 years and 10 or more years). Table 7 contains the mean score and standard deviation in numerical form for each group on pre and post test.

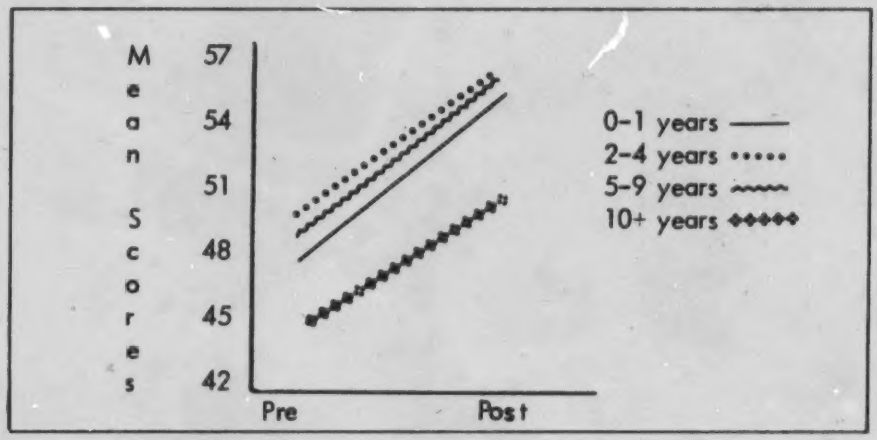

Figure 1. Improvement (pre to post test means) for learners with different years of experience.

All groups improved from pre to post test. The three groups with less than 10 years experience (0-1, 2-4 and 5-9 years) have both initial and final mean scores that are similar, while the group with more than 10 years experience has mean scores lower than these three groups on both tests.

TABLE 7

MEANS AND STANDARD DEVIATIONS (PRE AND POST TESTS) BY YEARS OF EXPERIENCE

Years of Experience		Pre Test		Post Test	
	N	M*	SD*	M	SD
0-1 year	56	47.4	9.1	54.8	10.5
2-4 years	87	49.3	9.8	55.9	9.8
5-9 years	83	48.5	8.8	55.0	9.7
10+ years	127	44.2	10.0	49.6	10.7

*M = Mean, SD = Standard Deviation

Table 8 presents the results of an analysis of variance for repeated measures of these scores.

TABLE 8

SUMMARY OF ANALYSIS OF VARIANCE OF ACHIEVEMENT SCORES (PRE TO POST TESTS) BY YEARS OF EXPERIENCE

Source	df	Sum of Squares	Mean Square	F
Between Groups	3	4,095.66	1365.2	8.62**
Error	352	55,754.62	158.4	
Pre - Post	1	7,494.52	7494.5	192.54**
Interaction (groups x time)	3	117.05	39.0	1.00 (NS)
Error	352	13,701.42	38.9	

**Significant at .01 level (NS) Not significant

This analysis reveals three facts. First, there is a significant difference between groups across time ($F = 8.62$). This simply indicates that the groups do differ, but this difference may not be attributed to a change over time (pre to post test). This analysis does not provide information necessary to answer the aforementioned questions. The second fact is that there is a significant difference from pre to post test ($F = 192.54$). This means that the four groups taken as a whole improved from pre to post test, but it does not indicate which group(s), if any, differed from each other.

The meaningful analysis is between the groups from pre to post test (interaction). In reference to Figure 1 this analysis reveals if there is a significant difference between the slopes of the lines. Simply stated, it indicates if one or more groups made a significantly greater improvement from pre to post tests than other groups. Table 8 reveals that the interaction is not significant ($F = 1.00$). It may therefore be concluded that although students improved from pre to post test, the number of years of experience did not seem to affect one or more groups more than the others.

6. Is there a difference in achievement between learners who have had previous ABE teaching experience and learners who have not?

Of the 356 students who completed the pre and post test, 211 had previous experience teaching adult basic education (ABE). A graphic illustration of a comparison of their test scores is presented in Figure 2.

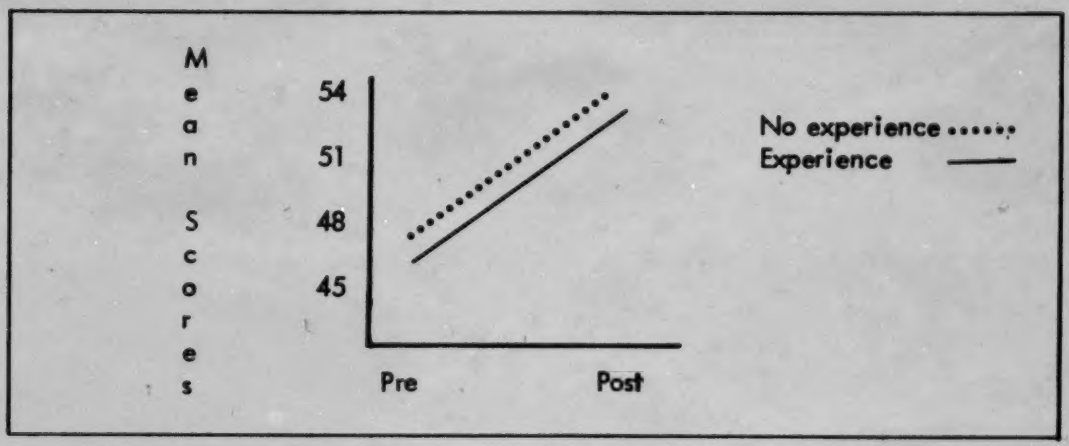

Figure 2. Improvement (pre to post test means) for learners with and without ABE experience.

Table 9 contains the mean and standard deviation of each group on the pre and post test.

TABLE 9

MEANS AND STANDARD DEVIATIONS (PRE AND POST TESTS) FOR LEARNERS WITH AND WITHOUT ABE EXPERIENCE

ABE Experience		Pre Test		Post Test	
	N	M	SD	M	SD
Yes	211	47.1	9.8	53.6	10.1
No	145	46.5	9.5	52.9	10.4

Both groups achieved mean scores which were similar on both pre and post tests. The results of an analysis of variance for repeated measures on these scores is depicted in Table 10.

TABLE 10

SUMMARY OF ANALYSIS OF VARIANCE OF ACHIEVEMENT SCORES (PRE TO POST TESTS) FOR LEARNERS WITH AND WITHOUT ABE EXPERIENCE

Source	df	Sum of Squares	Mean Square	F
Between Groups	1	77.0	77.0	.46(NS)
Error	354	59,733.24	168.9	
Pre - Post	1	7,494.52	7494.5	192.02**
Interaction (groups x time)	1	1.91	1.9	
Error	354	13,816.57	39.0	.05(NS)

**Significant at .01 level (NS) Not significant

This analysis reveals there is no significant difference between groups across time (F = .46). This indicates that without reference to time (pre to post test) the groups do not differ from one another. However, both groups taken together show a significant change from pre to post test (F = 192.02). Again, the meaningful analysis is between groups from pre to post test (interactions). This analysis is not significant (F = .05) leading to the conclusion that learners with experience did not improve significantly more from pre to post test than did learners with no experience.

7. Is there a difference in achievement between learners with full time ABE experience and learners with only part-time experience?

Of the 211 persons in these courses who had ABE experience, 64 had full-time teaching experience and 147 had part-time experience. The mean improvements of these two groups is indicated in Figure 3, with the actual mean scores and standard deviations presented in Table 11.

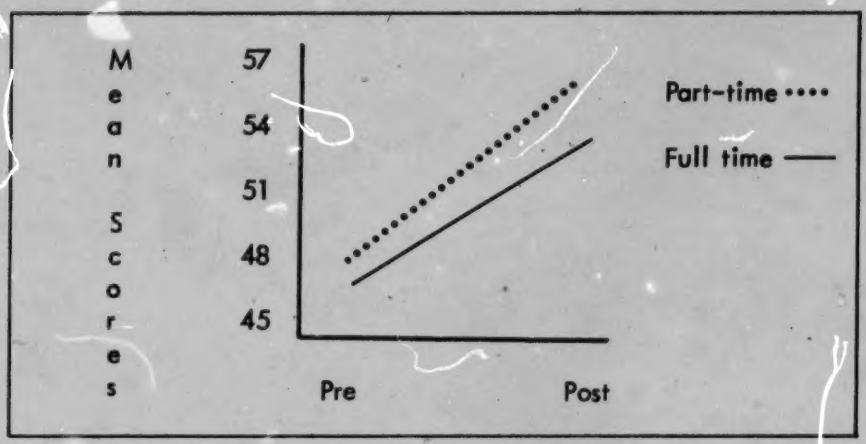

Figure 3. Improvement (pre to post test means) for learners with full and part-time ABE experience.

TABLE 11

MEANS AND STANDARD DEVIATIONS (PRE AND POST TESTS) FOR LEARNERS WITH FULL AND PART-TIME EXPERIENCE

ABE Experience		Pre Test		Post Test	
	N	M	SD	M	SD
Full time	64	46.6	10.0	52.7	11.5
Part-time	147	47.5	11.1	55.2	10.9

TABLE 12

SUMMARY OF ANALYSIS OF VARIANCE OF ACHIEVEMENT SCORES (PRE AND POST TESTS) FOR LEARNERS WITH FULL AND PART-TIME ABE EXPERIENCE

Source	df	Sum of Squares	Mean Squares	
Between Groups	1	254.79	254.8	1.34(NS)
Error	209	39,731.04	190.1	
Pre to Post	1	4,552.12	4,552.1	101.72**
Interaction (group x time)	1	62.41	62.4	1.40(NS)
Error	209	9,352.47		

**Significant at .01 level (NS) Not significant

An analysis of variance for repeated measures performed on these scores is summarized in Table 12. This analysis reveals no difference between groups across time (F=1.34). However there is a significant difference between pre and post tests considering both groups together (F=101.72). The interaction between groups and time is not significant (F=1.40) leading to the conclusion that improvement from pre to post test was not different for the two groups.

8. Is there a difference in achievement between learners who have had previous ABE training and learners who have not?

Forty-five percent of the learners in this study who completed the course had previous ABE training. The mean scores of the learners who had previous training were compared with the mean scores of those who did not to determine what effect this training may have had on achievement in this course. These scores are graphically presented in Figure 4 and numerically in Table 13.

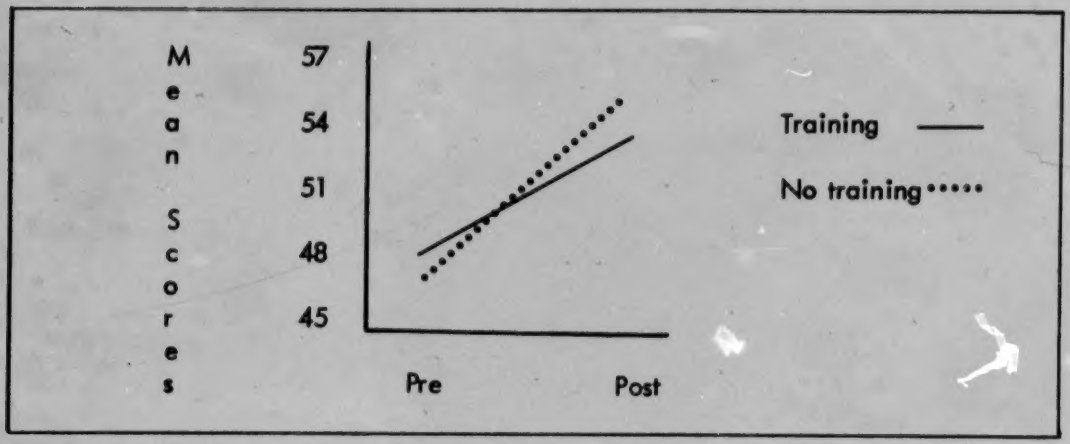

Figure 4. Improvement (pre to post test means) for learners with and without previous ABE training.

TABLE 13

MEANS AND STANDARD DEVIATIONS (PRE AND POST TEST MEANS) FOR LEARNERS WITH AND WITHOUT PREVIOUS ABE TRAINING

Previous Training		Pre Test		Post Test	
	N	M	SD	M	SD
Yes	196	47.4	9.8	52.5	10.8
No	160	46.4	9.5	54.2	10.5

Learners with no experience have a slightly lower mean pre test score than those with previous training, but have a higher mean post test score.

An analysis of variance for repeated measures, in Table 14, indicates that there is no difference in the two groups across time (F = .34). However, there is a significant difference in the mean pre and post test scores (F = 197.93) taking both groups together.

A significant interaction between groups and time (F = 10.94) is the important statistic. An inspection of the mean scores suggest that those students who had no previous training improved significantly more from pre to post test than did those with previous training.

TABLE 14

SUMMARY OF ANALYSIS OF VARIANCE OF ACHIEVEMENT SCORES
(PRE TO POST TEST)
FOR LEARNERS WITH AND WITHOUT PREVIOUS ABE TRAINING

Source	df	Sum of Squares	Mean Squares	F
Between Groups	1	56.51	56.5	.34(NS)
Error	354	59,793.78	168.9	
Pre - Post	1	7,494.52	7,494.5	197.93**
Interaction (groups x time)	1	414.40	414.4	10.94**
Error	354	13,404.08	37.9	

**Significant at .01 level (NS) Not significant

9. Is there a difference in achievement between learners who have previously taken a television course and learners who have not?

Students in these courses who had taken a previous course or courses in which television was used were compared with students who had no previous experience with a television course to determine if the prior experience with television had any influence on achievement.

The mean pre and post test scores are presented in Table 15 with a graphic representation in Figure 5.

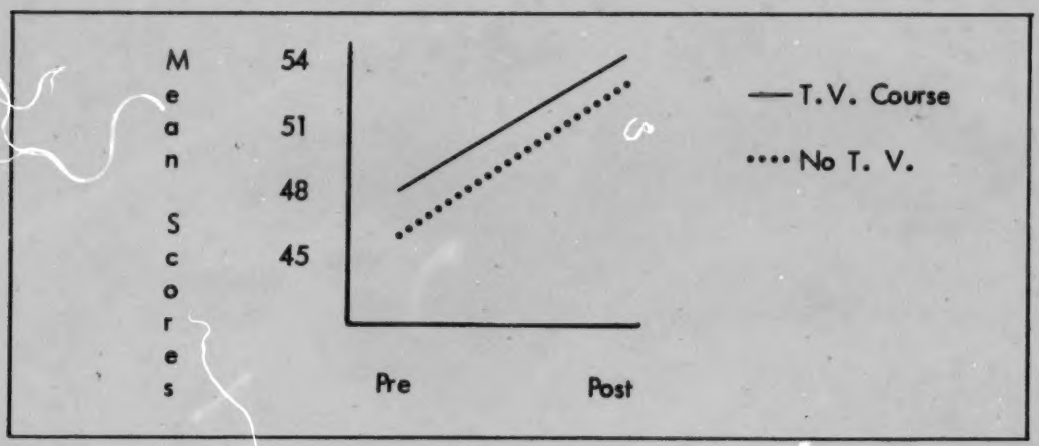

Figure 5. Improvement (pre to post test means) for learners who have and have not taken a T.V. course

TABLE 15

MEANS AND STANDARD DEVIATIONS (PRE AND POST TESTS) FOR LEARNERS WHO HAVE AND HAVE NOT TAKEN A T.V. COURSE

Previous T.V. Course	Pre Test			Post Test	
	N	M	SD	M	SD
Yes	169	48.0	9.5	54.0	10.9
No	187	45.6	9.7	52.5	10.4

An analysis of variance for repeated measures of these scores is presented in Table 16.

TABLE 16

SUMMARY OF ANALYSIS OF VARIANCE OF ACHIEVEMENT SCORES
(PRE AND POST TESTS)
FOR LEARNERS WHO HAVE AND HAVE NOT TAKEN A T.V. COURSE

Source	df	Sum of Squares	Mean Squares	
Between Groups	1	677.75	6.8	4.06*
Error	354	59,172.53	1.7	
Pre - Post	1	7,494.52	7,494.5	192.51**
Interaction (groups x time)	1	37.32	3.7	.96(NS)
Error	354	13,781.16	3.8	

*Significant at .05 level **Significant at .01 level (NS) Not significant

The analysis indicates that there is a significant difference between groups across time (F = 4.06) and from pre to post tests taking the two groups together (F=192.51) but there is no significant interaction between groups and time (F = .96). This result leads to the conclusion that there is no difference between the two groups in improvement from pre to post test.

10. Is there a difference in achievement among learners in various geographical locations?

The schools participating in this study were divided into ten geographical regions. The 23 schools that completed both pre and post tests represent eight of these ten regions. The schools and their regions are listed in Appendix B.

It was desired to compare the achievement of learners in the various regions. Figure 6 depicts the change in mean scores for each region from pre to post test and Table 17 contains the actual means and standard deviations of these scores.

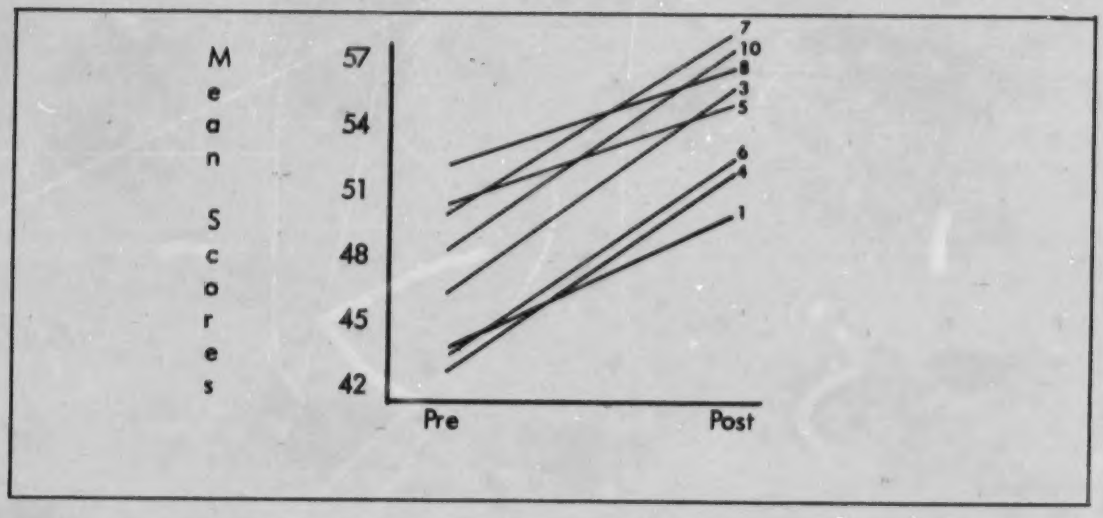

Figure 6. Pre to post test improvement for each geographical region.

Pre test means vary from 42.9 to 52.2; post test means vary from 49.8 to 57.8.

TABLE 17

MEANS AND STANDARD DEVIATIONS (PRE AND POST TESTS)
FOR EACH REGION

Region	No. of Students	No. of Schools	Pre Test M	Pre Test SD	Post Test M	Post Test SD
1	47	3	44.9	9.9	49.8	10.1
3	34	2	46.0	10.8	55.2	9.8
4	45	3	42.9	10.2	50.4	13.7
5	38	4	50.6	7.8	54.1	8.8
6	70	4	44.1	10.7	50.6	11.7
7	35	2	50.2	7.4	57.8	8.9
8	26	2	52.2	8.5	55.5	6.5
10	61	3	48.2	7.1	56.2	9.4

An analysis of variance for repeated measures of these scores is summarized in Table 18.

TABLE 18

SUMMARY OF ANALYSIS OF VARIANCE OF ACHIEVEMENT SCORES
(PRE TO POST TESTS)
BY GEOGRAPHICAL REGION

Source	df	Sum of Squares	Mean Squares	F
Between Groups	7	5,587.38	798.2	5.12**
Error	348	54,262.90	155.9	
Pre - Post	1	7,494.52	7,494.5	197.35**
Interaction (groups x time)	7	13,215.88	86.0	2.27*
Error	348		37.8	

**Significant at .01 level * Significant at .05 level (NS) Not significant

The analysis indicates a significant difference among the groups across time (F = 5.12) and for the group as a whole from pre to post tests (F = 197.35). The interaction of groups and time is also significant (F = 2.37) at the .05 level of confidence,

leading to the conclusion that there is a difference in pre to post test achievement among the regions.

Many factors could have influenced this variation, from the fact that some schools did not use all the telelessons, to the unknown abilities of the learners to profit from this type of instruction. However, this evaluation was not designed to detect these reasons.

11. How did the instructors of the courses react to the program?

Instructors were requested to complete weekly reports which included evaluations of the relevancy of each telelesson, how well it communicated, how interesting the presentation was, the strengths and weaknesses of each tape and the usefulness of that section of the manual pertaining to the lessons viewed. A copy of this weekly report is reproduced in Appendix A.

Unfortunately, not all instructors completed reports on all lessons. Five schools failed to submit any reports and six others returned less than half of them. Comments on some student evaluation forms indicated that some tapes were not shown. It is impossible to determine if the missing reports were due to a failure to use the tapes or failure to complete the reports.

Between 11 and 16 reports were received for each of the lessons. A compilation of the responses and the percentages of those making each response are presented in Table 19.

Every tape was rated as being relevant, communicating clearly and presenting the content in an interesting manner. Some tapes were rated slightly lower on some criteria than the rest of the tapes. An examination of the table will indicate these isolated evaluations.

An evaluation of the manuals indicated that they filled in gaps left by the tapes, extended the ideas on the tapes and were occasionally repetitious, but very seldom were they evaluated as adding little to the lesson.

TABLE 19

INSTRUCTOR EVALUATION OF TAPES AND MANUALS

Lesson		Relevance to ABE					Clearly Communicates					Interesting Presentation					Fill Gaps		Extend Ideas		Repetitious		Add Little		Others*	
		Quite		Some		Little	Quite		Fair		Not	Very		Fair		Not										
	No.	N	%	N	%	N %	N	%	N	%	N %	N	%	N	%	N %	N	%	N	%	N	%	N	%	N	%
1	12	9	75	3	25	0 0	11	92	1	8	0 0	10	84	2	17	0 0	10	84	12	84	4	33	2	17	1	8
2	16	15	94	1	6	0 0	15	94	1	6	0 0	13	81	3	19	0 0	14	88	14	88	5	36	1	7	1	7
3	15	14	93	1	7	0 0	14	93	1	7	0 0	13	87	2	13	0 0	14	93	14	93	3	20	1	7	1	7
4	16	13	81	3	19	0 0	14	88	2	12	0 0	15	6	1	94	0 0	12	75	15		3	19	0	0	1	6
5	14	14	100	0	0	0 0	13	93	1	7	0 0	14	100	0	0	0 0	10	71	11	79	3	21	0	0	1	7
6	14	12	86	2	14	0 0	11	79	3	21	0 0	11	79	2	14	1 7	12	86	12	86	3	21	1	7	1	7
7	15	13	87	1	7	1 7	12	80	2	13	1 7	7	47	6	40	2 13	10	67	9	60	3	20	0	0	3	20
8	15	14	93	1	7	0 0	15	100	0	0	0 0	14	93	1	7	0 0	9	60	10	67	2	13	0	0	1	7
9	13	13	100	0	0	0 0	11	85	2	15	0 0	11	85	2	15	0 0	10	77	9	69	2	15	0	0	0	0
10	11	10	91	1	9	0 0	10	91	1	9	0 0	8	73	3	26	0 0	9	82	6	55	2	18	0	0	0	0
11	11	12	92	0	0	1 8	12	92	1	8	0 0	12	86	1	7	1 7	8	62	9	69	1	8	1	8	1	8
12	12	11	92	1	8	0 0	12	100	0	0	0 0	9	75	3	25	0 0	8	67	10	84	2	17	1	8	1	8
13	12	11	92	0	0	1 8	12	100	0	0	0 0	10	84	1	8	1 8	8	67	8	67	3	25	1	8	2	17
14	11	9	82	2	18	0 0	10	91	1	9	0 0	10	91	1	9	0 0	8	73	8	73	2	18	0	0	0	0
15	11	9	82	2	18	0 0	10	91	1	9	0 0	10	91	1	9	0 0	8	82	9	82	2	18	0	0	0	0
16	12	9	75	3	0	0 0	9	75	3	25	0 0	9	75	3	25	0 0	9	75	11	92	2	17	0	0	0	0
17	12	8	67	3	25	1 8	10	84	1	8	1 8	10	84	1	8	1 8	8	67	9	75	2	17	1	8	0	0
18	13	12	92	1	8	0 0	10	77	3	23	0 0	10	77	3	23	0 0	9	69	9	69	1	8	0	0	0	0
19	17	15	88	2	12	0 0	16	94	1	6	0 0	13	76	4	24	0 0	12	71	15	88	0	0	0	0	0	0
20	16	13	81	2	13	1 6	13	81	2	13	1 6	11	69	4	25	1 6	11	69	12	75	0	0	0	0	1	6
21	16	14	88	2	12	0 0	13	81	3	19	0 0	13	81	3	19	0 0	12	75	12	75	1	6	0	0	0	0
22	15	15	100	0	0	0 0	13	87	2	13	0 0	14	93	1	7	0 0	9	60	9	60	3	19	0	0	1	6
23	14	10	71	4	29	0 0	11	79	3	21	0 0	12	86	2	14	0 0	9	64	9	64	1	7	1	7	0	0
24	14	10	71	3	12	1 7	10	71	4	29	0 0	10	71	4	29	0 0	8	57	7	50	5	36	0	0	0	0
25	15	15	100	0	0	0 0	15	100	0	0	0 0	15	100	0	0	0 0	10	67	11	73	2	13	1	7	0	0
26	15	12	80	2	13	1 7	8	53	5	33	2 13	8	53	5	33	2 14	7	47	10	67	1	7	1	7	0	0
27	13	9	69	4	31	0 0	9	69	4	31	0 0	9	69	3	23	1 8	6	46	9	69	2	15	1	8	0	0
28	12	10	87	2	17	0 0	11	92	1	8	0 0	10	84	2	17	0 0	8	67	9	75	2	17	0	0	0	0
29	13	11	85	2	15	0 0	12	92	1	8	0 0	12	92	1	8	0 0	7	54	9	69	1	8	0	0	0	0
30	11	6	55	4	36	1 9	6	55	5	45	0 0	5	45	6	55	0 0	5	55	7	64	2	18	1	9	0	0

TABLE 19 (continued)

*Other comments on student manual

Clarified meaning - Lessons 1, 2, 3, 4, 8
Emphasized tape - Lessons 5, 6, 7
Material referred to on tape as being in manual was not in manual - Lesson 11
Very limited - Lesson 22
Manual better than tape - Lesson 7 (2)
Included readability formula - Lesson 20

Table 20 summarizes the strengths and weaknesses of the tapes as perceived by the instructors of these courses. Since the statements in this table were generated by the instructors, they tended to vary widely. Because of this variation, and the relatively small sample, no frequency count for each statement is reported since they would be too low to be meaningful.

TABLE 20

STRENGTHS AND WEAKNESSES OF TAPES AND OTHER COMMENTS

Lessons	Strengths	Weaknesses	Other Comments
1	-Informality of presentation -"How-to"element -Fine introduction -Information about % of adults with only 8th grade education -Brenda Holmes good moderator -Broad approach -Excellent variety	-Repeated reference to Maryland situation unnecessary -Poor tape quality -Too basic -Unrealistic class size -Repetitious introduction -Stereotyped students involved -Tape unsuccessful in communicating what its like to be an ABE learner	-Enjoyed; very satisfied -Manual excellent supplement -Pre-test was too long
2	-Broad characteristics -Guests -Informality of presentation -Knowles good -Lesson content appropriate -Demonstration by teacher of Knowles points was effective	-Knowles dull -Too much material to cover in 30 minutes -Poor tape quality -Too much discussion by consultants -Using actors instead of ABE students -Unrealistic class size -Negative attitude of Knowles to ambition of ABE students -Consultant didn't wrap up concept	-Added textbooks by Knowles -Could be divided into several areas -Good manual

TABLE 20 (cont.)

3	-Positive approach to adult learning -Variety of presentations -Informality of presentation -Kidd good -Kidd's discussion of physiological changes of adults -"How-to" elements	-Kidd condescending -Using actors instead of ABE students -Unrealistic class size -Point of reaction time confusing	-Well developed manual -Manual-page 38 enlarge type to get point across
4	-"Why Don't teachers know all the answers?" point -Guests -Informative -Good introduction -Good content -"How to" element was good -Kidd was excellent	-Weakness using actors not ABE students -Unrealistic class size -Need more tape to meet number of concepts in manual -ABE students put on "spot" -Do not relate to ABE centers -Consumer education orientation misleading -Classroom situations were phony	
5	-Guests -Students questionnaire -Excellent format -3 techniques (contract, sentence completion and "buzz group") -Leonard Nadler good	-Condescending attitudes of teachers -Weakness using actors instead of ABE students -Overemphasis of outlining -Too much lecture; skimmed over important points -Put ABE students on "spot" -Actors changed but kept same name -Threw off sequence -Teacher was too structured	-Excellent samples in manual

TABLE 20 (cont.)

6	-Contract idea -Excellent format -Sentence completion and buzz group ideas -Ed Easley effective	-Lacked concrete suggestions -Use of actors -Buzz group use unclear	
7	-Role of instructor -Format -Moderator -Consultants -Demonstrations -Body language added humor -Good content	-Dr. Bergevin manner detracted -Vague as to involvement of ABE learner in planning content -Weak on evaluation at end -Cut some of hospital footage -Don't consider teachers needs	-Good coordination of tape and manual -Classes wanted to get to "how to" techniques -Edit No. 7 -Tapes secondary to manual
8	-Good clear examples -Format -Moderator -Demonstrations -Knowles strong -Contract idea -Settings good -Good correlation between tape and manual	-Danger of teacher calling wife re: husband's absence -Use of actors -Malcolm Knowles too talkative -Unrealistic	-Why are basic skills neglected?
9	-Personalized -Good examples -Informality of presentation -Good settings	-Impractical concepts	-Statements should not "date" tape -Should be shown to ABE beginners
10	-Demonstrations -Use of pictures -Informality of presentations	-Does not meet needs of ESL students	-Manual more extensive than tape

TABLE 20 (cont.)

11	-Very good -IRI administration excellent for experienced; doubtful for inexperienced -Interview and workshop refreshing relief after same matter -Content presentation fair	-Scoring symbols not consistent -Flashing technique-word recognition awkward -Consultant contradicted himself -Demonstration of establishing rapport -Grammatical errors -Guest lecturer script reading not effective -Poor approach by expert	-Mentioned material which was not in manual -Viewer should not be distracted to write while tape is on
12	-Number of examples for uses of language experience approach -Very good -Practical information -Interview workshops refreshing relief from same material -Reading tape useful	-Panel ineffective -Limitations of groups -Experience stories not adequately pointed out	
13	-Strong presentation on word recognition & syllabilization -Dr. Anderson - good presentation -Use of visuals good	-Question the validity of time spent on nonsense syllables -Role playing could be more spontaneous -Some examples are incorrect	-Tape mentioned material would be in manual - not there.
14	-More plausible level of comprehension -Helps develop critical thought -Information & demonstration supported one another -Good visuals -Schiffman good	-Schiffman dominated, moved too fast	-More discussion on specific comprehension skills -Use more guest authorities -Manual & tapes supplement each other

TABLE 20 (cont.)

15	-Peer-teaching technique -Kwiz-Mo good example -Taping of adult ed. in correct institution creative -Games for teaching math -Resource person good	-Role playing could be more spontaneous -Poor audio quality -Question value of teaching "set" terminology -Should show different ways of teaching tables	-Should recommend use of manual and tapes supplement each other
16	-Practical use of math helpful -Consumer Ed. class excellent -Demonstrators attitudes were good -Generalizes well into other aspects of adult ed. -Excellent role playing	-Not effective reading from script -Needed teacher reaction to negative student comments	-Clarify examples of ways to calculate interest -Manual and tapes supplement each other
17	-Concept of learning station good -Material generalizes well into other aspects of ABE -Dr. Williams discussion effective -Mrs. Hack's letter writing -Manual data helpful comparing writing systems.	-Concepts should be correlated with another related tape	-Manual and tapes supplement each other -Good tape writing lesson
18	-Role planning for job interview -Definition of "work" -Discussion of CEP programs -Pertinent, practical -Good sociological data -Psychological motivation -Dr. Hoyt -Career "non-paying"categories -Stimulated group discussion	-Question validity of simulated interview questions (personal) -More reference to career education	-Enjoyed

TABLE 20 (cont.)

19	-Generally sound -Peer instruction technique -Mangano good resource person -"Fishbowl" technique good	-Vague -Need give example of a creative question -Need more variety -Overacting	-Manual & tapes compliment each other -Bibliographies in manuals weak
20	-Use of reading skills file -Information on N.M.C. good -Learning style emphasis good -Relevant describing criteria for materials selection and readability	-Use of N.M.C. unclear -Not practical enough	-Manual bibliographies weak
21	-Good format -Use of actual learning center tape -Learning station setting -Mention of "difference" of adult education	-Dr. Peters' terminology -Mediocre -Not effective enough guest lecturer -Personality tape unit obsolete -Disagree with Sesame St. comment -Phony classroom situation	-Manual & tapes complimented each other -Manual bibliographies weak
22	-Up-to-date hardware -Recruiting and retention examples good, well presented -Moved quickly -Program types discussed well -Good examples of material	-Introduced too few teaching machines -Lack of C.A.I. information	-Those familiar with ABE more interested -Adequately compliments manual -Manual bibliographies weak

TABLE 20 (cont.)

23	-Informative -Recruiting & retention examples practical -Spontaneous & personalized -Contact Alleg(any) story informative	-Need more imput from Ron Howard -Need more suggestions for those that can't get recruiters -Not applicable to state situation -Question use of posters	-Manual compliments tape - vice versa
24	-Workmen's compensation -Stimulated interest -Cooperative efforts in community endeavor	-Dated -Too much time on workmen's compensation -Needs to help teacher find local resources -Character switch was distracting	-Teaching students about services of agencies a goal of ABE? -Stimulated development of comment
25	-Dr. Schlossberg excellent on counseling -Difference between teaching and counseling -Emphasized art of listening -Applicable in human relations -Role playing	-Consultant did not give enough information -More effective if had demonstrated how counselor could refer people -Gaps in counseling -Need more interviews	-Emphasis on community resources and referral good
26	-Good one to one goal -Discussion -Strong planning -Shared goal concept	-Hayes interview too long -Letdown after tape 25 -Ann Drennen not effective	-Clear, basic approach to evaluation -More on principles of evaluation

TABLE 20 (cont.)

27	-Practical, positive approach -Clarification of roles of assistants -Good paraprofessional choice	-Should condense -Demonstration of "paid assistant" irrelevant -Injustice to role of paraprofessional -Poor attitude to para by teacher	
28	-Content and techniques good -Student testimonials -Need to familiarize student with test-making procedure -Emphasized proper information GED explanation	-How long should test period cover? -Interpretation of results can vary	-Appropriate amount of stress on teaching inferences -GED rules vary among states
29	-Good multi-sensory -Technique good -Stress using experts		-Should consider problem of oral communication -Class increased scores
30	-Overview from national and state levels	-Conclusion not effective -Stressed statistics too much	-Final topic should give overview without repetition -Comments from state department representative on organization information explained major emphasis of course

The comments reported in this section were generally pointed, indicating in many cases exactly what was good and what was weak in each tape. Strong points throughout the series seemed to be the content presented, the guest consultants and the demonstrations and examples presented. Weak points repeatedly mentioned were the unrealistic class size* used in the demonstrations, the irrelevancy and verbosity of some consultants, and the fact that the tapes may have been too basic for the sophistication of many learners in these courses.

Numerous comments were made about the usefulness of the manuals. In fact, the manuals may have been useful or more so than the tapes themselves.

In summary, instructors' responses were generally favorable towards both the tapes and the manuals. The survey, along with the student evaluation in the next section, tends to identify strong and weak points in each tape which could be useful if revisions are made. The information reported in this section could also be used by instructors in selecting tapes for use in courses and workshops.

*Respondents were unaware that class size was determined for effective television production with the intent that it be a demonstration. All lessons had been previously field-tested by the teacher in an actual ABE class.

12. How did the students in the courses react to the programs?

Students were requested to complete evaluation forms on each lesson. The evaluation covered new and helpful learnings, clarity of communication, interest of presentation, strengths and weaknesses of tapes, usefulness of manuals and other helpful learning activities. A copy of this form is reproduced in Appendix A.

As with the instructor evaluation forms, returns were inconsistent. No student evaluation forms were received from five schools and less than half from five others. Many of those that were returned were not complete; some questions were answered and some were not. The final question concerning other learning activities was misinterpreted by a large number of students. Since the responses to this question were irrelevant they were deleted.

Comments by some students lead to the conclusion that not all the tapes were shown. This fact may explain why reporting was inconsistent.

Table 21 summarizes the evaluations of students on the objective phase of the questionnaire.

At least 75 percent of the responding students felt that they had learned something new from all of the lessons while over 50 percent felt they learned quite a bit from 25 of the lessons.

At least 75 percent rated every tape as communicating very clearly or fairly clear with over 50 percent indicating the top category (very clear).

Ninety percent or more of the students found the content of every tape was presented in an interesting manner. Never did the number of students rating a tape as boring exceed ten percent.

TABLE 21

STUDENT EVALUATIONS

		New Learning				Communicate				Interesting						Manuals					
Lesson	No.	Quite a bit		Some		Very Little		Very Clear		Fair		Not Clear		Very		O.K.		Boring		Fill Gaps		Extend Ideas		Repetitious		Add Little		Other	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	226	102	45	97	43	27	12	183	82	40	18	0	0	144	65	73	73	6	2	105	39	90	33	48	18	13	5	13	5
2	239	142	61	65	28	14	6	200	84	37	15	2	1	155	65	75	31	9	4	205	42	214	43	47	10	16	3	10	2
3	245	141	57	89	36	15	7	196	79	51	20	2	1	161	65	80	32	7	3	109	40	110	40	37	14	11	4	3	2
4	263	167	63	76	29	20	8	198	79	50	20	1	1	170	65	81	31	12	4	107	39	115	41	39	14	10	4	6	2
5	209	130	62	72	35	7	3	163	78	42	20	4	2	132	62	74	35	6	3	99	41	101	42	30	12	4	2	7	3
6	199	97	49	77	39	25	12	122	64	56	29	12	7	103	51	78	39	20	10	85	40	81	38	27	13	13	6	5	3
7	226	114	51	92	41	20	8	128	57	77	34	21	9	101	45	101	45	21	10	86	37	90	39	32	14	17	7	4	3
8	219	123	56	82	37	14	7	178	80	40	18	5	2	137	63	76	35	6	2	101	40	104	41	30	12	14	5	3	2
9	195	120	61	62	32	13	7	153	78	39	20	3	2	126	65	59	30	10	5	85	40	97	45	26	12	5	2	2	1
10	167	111	66	47	28	9	6	145	85	23	13	3	2	125	74	36	21	8	5	77	40	84	44	27	14	3	1	1	1
11	204	120	59	55	27	29	14	120	59	65	32	19	9	116	59	159	30	22	11	92	41	94	42	21	9	13	6	4	2
12	123	111	52	99	46	3	2	134	82	29	17	1	1	102	65	52	33	4	2	76	39	90	47	22	11	4	2	1	1
13	204	137	67	65	32	2	1	164	86	25	13	1	1	129	68	60	31	1	1	90	41	91	41	27	12	8	4	6	2
14	195	146	75	41	21	8	4	168	85	22	11	8	4	169	87	22	11	3	2	91	40	102	45	25	11	5	3	3	1
15	168	83	49	70	42	15	9	112	64	59	34	4	2	105	64	51	31	7	5	165	56	93	31	26	9	6	2	5	2
16	160	100	62	49	31	11	7	121	76	35	22	3	2	101	62	58	35	5	2	66	39	75	44	22	13	4	3	2	1
17	181	85	47	75	41	21	12	125	68	54	29	5	3	88	48	77	42	17	10	89	42	90	42	31	14	2	1	2	1
18	191	107	56	71	37	13	13	136	70	52	27	5	3	121	63	66	34	5	3	89	39	102	44	28	12	6	3	4	2
19	227	141	62	75	33	11	5	152	69	62	28	5	3	133	59	83	39	9	2	110	42	110	42	27	10	10	4	6	2
20	174	98	56	69	40	7	4	112	65	55	32	4	3	88	52	69	41	12	7	74	41	85	47	18	10	3	2	0	0
21	183	117	64	60	33	6	3	150	83	29	16	1	1	129	72	44	25	5	3	81	39	99	48	20	10	7	3	0	0
22	173	102	59	58	33	13	8	135	80	30	18	4	2	126	72	41	24	7	4	80	41	89	46	14	7	5	3	5	3
23	180	110	61	62	34	8	5	139	79	34	19	3	2	120	65	60	33	4	2	74	37	95	48	20	10	5	5	5	5
24	176	94	53	70	40	12	7	117	67	54	31	4	2	101	56	64	36	14	8	173	45	88	49	18	4	4	1	4	1
25	191	150	78	32	17	9	5	164	87	21	11	3	2	151	80	32	17	5	3	80	40	94	47	18	9	5	3	2	1
26	127	71	56	44	35	12	9	88	70	35	28	3	2	56	44	55	12	15	12	55	37	65	43	20	13	10	7	0	0
27	133	93	70	35	26	5	4	103	76	30	22	2	2	88	65	45	33	3	2	58	37	64	41	20	13	10	6	3	3
28	130	82	63	40	31	8	6	110	84	20	15	1	1	92	70	36	27	4	3	60	37	74	45	20	12	7	3	2	3
29	122	105	86	15	12	2	2	107	88	15	12	0	0	101	83	20	17	0	0	50	34	75	50	15	10	4	3	5	3
30	109	53	49	40	37	16	14	79	73	26	24	4	3	61	56	38	35	9	9	30	31	47	49	14	15	4	4	1	1

A large proportion of the students felt the manuals filled in gaps and extended the ideas on the tapes. Only a small percentage felt they added little to their learning.

Student perceptions of the strong and weak points of each lesson are summarized in Table 22. Only comments made by at least three students are included in this table.

Many more strong points were noted than weak points. Content and guest consultants were the most frequently mentioned strong points throughout the series. Unrealistic acting was the only recurring weak point. It should be noted that comments about strengths and weaknesses became fewer in the latter half of the series. This decline is to be expected as course pressures and fatigue set in.

Student evaluations were generally quite positive for all lessons. If the acceptance of this group is typical, this series should be a welcome innovation in ABE teacher training.

Table 22

STUDENT EVALUATIONS
(Number in parenthesis indicates number of students making comment.)

Lesson	Strong Points	Weak Points
1	-Established a good foundation (13) -Demonstration of points, follow-up by expert (6) -Brenda Holmes (8) -Realistic classroom setting (4) -Presentation (4) -Class involvement (3)	-Actors - unrealistic (8) -Unrealistic size classroom situation (4) -Expert guest unclear (3)
2	-Characteristics of adult learner (14) -Dr. Knowles (7) -Presentation (6) -Brenda Holmes (5) -Classroom setting (5) -Demonstration of point & follow-up by expert (5) -Acceptance of students value system (3)	-Actors (overacting/unrealistic) (8) -Too general (4) -Is introduction necessary for each tape (4) -Slow pace (3) -Classroom situations unrealistic (3)
3	-Physiological factors in adult learners (18) -Dr. Kidd - excellent authority (11) -Classroom climate for learning (6) -Emphasis of learning abilities at all ages (5) -Demonstration of point follow-up by expert (4) -Actual classroom situations (3) -Use of good visual chart (3) -Role playing (3) -Acknowledgement that ABE teacher doesn't know everything (3)	-Actors made it unrealistic (10) -Classroom situation unrealistic (5) -Instructor insensitive to students needs (4) -Is introduction necessary for each tape (4) -Teacher wrote "unpleasant, not bad" as student said (3) -Slow pace (3) -Voice boring (3) -Unrealistic - students learning abilities (3)

Table 22 (cont.)

Lessons	Strong Points	Weak Points
4	-Teacher stresses self-directed learning concepts (8) -Dr. Kidd - excellent guest authority (6) -Climate realistic setting for learning (5) -Presentation (4) -Emphasis of student teacher relationship (4) -Memory steps (4)	-Actors - unrealistic and overacting (10) -Classroom situation unrealistic (6) -Pace slow (4) -Should tell it like it is (4)
5	-Student needs from questionnaire (9) -Three reasons why students come to Learning Center (3)	-Actors unrealistic (9) -Classroom situation unrealistic (4) -Instructor poor attitude (4) -Outlining inappropriate (3)
6	-Human relationships and interpersonal communication (7) -Instructor's attitude (4) -Three way communication (4) -Easley - guest authority (4) -Teacher student relationships (8) -Awareness of worth through communication (3)	-Miss Marshall's speech mumbled (4) -Teacher overacted, insincere (3) -Actors unrealistic (3)
7	-Topic areas for program planning (4) -Dr. Bergiven six ways to improve ABE (3)	-Dr. Bergiven poor articulation (11) -Disorganized (content) (4) -Repetitious (3)
8	-Climate for learning (10) -Dr. Knowles (7) -"Teacher attitude" subject (6) -Three way communication (3)	-Actors unrealistic (3)

Table 22 (cont.)

Lesson	Strong Points	Weak Points
9	-Use of actual student excellent (8) -Steps from objectives to goals (7) -Good use of specific case study (5) -Application follow through better than isolated structured demonstrations (4) -Good presentation (4) -Student setting goals (3) -Dr. Boone (3)	-Boring presentation (3)
10	-Demonstration on speaking skills (7) -Reading and listening (9) -Dr. Byrne and Mr. Keller excellent (4) -Excellent explanations (3) -Good introduction and presentation (3)	-Teacher ignored student (3)
11	-Dr. Stauffer - student pre-test and score sheet (5) -Demonstration of informal reading inventory (5) -Testing and placing students (3) -"How's to's" (3) -Word recognition and association of words with experiences (3)	-Could not be found (14) -Dr. Stauffer's voice unclear (8) -Man giving reading test patronizing (5)
12	-Techniques of language experience approach (10)	
13	-Word attack, skills, sounds & syllables as word divisions (10) -Word recognition examples (6) -Nonsense words-interesting technique (3)	-"Nonsense List" not in manual as states on tape (4)

Table 22 (cont.)

Lessons	Strong Points	Weak Points
14	-Dr. Schiffman - excellent situational awareness (7) -Good use of visual aids (6) -Use of "real" students (5) -How to present critical reading lessons (5) -Explanation of teaching techniques (3)	-Poor teaching techniques by instructor (3)
15	-Excellent use of games and devices (7) -Value of math skills to everyday life (7) -Good demonstration in jail presentation (5)	-Technical quality of prison demonstration poor (4) -Much repetition (3)
16	-Good application of car buying example (6) -Good practical approach (4)	-Guest expert added little (5) -Needed to simplify math (4)
17	-Demonstration on concept of learning stations (6) -Dr. Williams - well informed (3)	
18	-Role playing at job interview realistic (14) -Explanation of career education and job orientation (13)	
19	-Peer instruction and importance of varying technique (12) -Emphasis on individualized instruction (5) -Techniques and methods for personalizing instruction (3) -Brenda Holmes (3)	
20	-Need to obtain suitable materials for ABE (10) -Source for locating appropriate materials (5)	

Table 22 (cont.)

Lessons	Strong Points	Weak Points
21	-Brenda Holmes (5) -Visit to actual classroom (3) -Learning center information (3)	-Elementary language usage (4) -Poor teacher performance (4)
22	-Use of machines for individualized instruction (3) -Demonstrating both advantages and disadvantages of programmed instruction (2) -Demonstrations good (3)	
23	-Recruitment process on personal basis (8) -"Flyers" innovative (3) -Strategies of retention (3)	-Miss Koegel poor (4) -Recruiters are unrealistic (3)
24	-Clarification of role of local service agencies (7) -Workmen's compensation lesson (3)	-Incomplete explanation of person contacting service agencies (3)
25	-Excellent and informative (11) -Dr. Schlossburg (5) -Stress importance of listening skills (4) -Importance of teacher attitude and understanding of goals (4)	
26	-Planning and evaluation process effective (8)	-Boring and repetitious (3)
27	-Enhancement of program by use of paid assistance (8) -Paraprofessional roles (5)	

Table 22 (cont.)

Lesson	Strong Points	Weak Points
28	-Excellent description of GED requirements (5)	-Outdated information about scoring (3)
29	-Dr. Schiffman (8) -Multi-sensory technique (6) -Emphasis on language disabilities (4)	
30	-Excellent (overview) (8)	-Repetitious (4)

13. How do state department personnel perceive the program?

The use for this television program is not limited to college and university courses. It's potential use includes both training and orientation purposes at state and local levels.

In order to determine the current and future use of this program in the various states, a survey questionnaire was developed and sent to directors of adult education in 56 states and territories of the United States.

A compilation of the results of the 36 units that replied to this survey are summarized in Table 23.

All but two (94%) were aware of the existence of this series and over half (55%) are currently using the program in their states. Ten of the remaining 16 respondents would like to acquire the series.

Of the twenty states in which the tapes were being used, nine were using them only in university courses. The other eleven were using them in a variety of ways, predominantly in workshops conducted by the states. The tapes were used with a wide range of personnel, chiefly ABE teachers and program coordinators. General orientation, skill development and interest stimulation were the basic purposes for which the program was used.

The manual was used in many different ways with no single predominant way.

Viewer reaction was positive and enthusiastic. It was recommended that some tapes be revised, supporting findings noted in both the instructor and student evaluations.

Table 23

SURVEY OF STATES

Aware of existence of television series:	Yes . . . 34	No . . . 2
Currently using tapes in states:	Yes . . . 20	No . . . 16
Believe program has potential for state:	Yes . . . 17	No . . . 3
Would like to acquire series:	Yes . . . 10	No . . . 5
Used other than a university course:	Yes . . . 11	No . . . 9

How used

Workshops by state	11
Inservice in local districts	5
Individuals in resource centers	4
Professional association meetings	2

With whom tapes are used

Special ABE teachers	11
Coordinators	7
Others: Guidance counselors, graduate students, continuing education directors, paraprofessionals and collect instructors	5
School administrators	5
Teachers in other agencies	3
Regular public school teachers	3

Purpose for which used

General Orientation	9
Skill training	8
Interest stimulation	7
Other-awareness of existence of tapes	1

Use of Manual:	Yes..... 11	No..... 1

How manual was used

Examination and preview	2
Orientation	2
Textbook	2
Resource and study guide	1
Independent study	1
Explain how to use manual	1
Teacher preparation	1

Reaction of viewers

Positive	8
Enthusiastic	6
Neutral	1
Other	1
Some felt tapes were superficial	
Negative	0

Recommendations concerning tapes and manuals

Some tapes need revision	3
Use of inservice and pre-service	2
Translate into Spanish	1
Manual is excellent	1
Provide brief summary of each tape	1

Recommendations for using tapes and manuals

Select relevant tapes; not all need to be used	4
Stop tapes or follow viewing with discussion	2
Use to stimulate interest	2
Manual can be used for workshops	1

TABLE 23 (continued)

Plans for future use

Local inservice	9
Not sure yet	4
College courses	4
State workshop	3
State T.V. network	3
Teacher training	2
State Department of Staff Development	1
In resource center	1
Orientation	1

Problems concerning use of tapes

Need 2 inch tapes for state broadcasting.
No adult education training program in state.
E.T.V. arrangement in state precludes use.
Cannot get regional staff off dead center.

Four persons recommended the use of individual tapes instead of the entire series.

Local inservice programs were most frequently mentioned for future uses of the tapes.

This survey leads to the conclusion that in its short life span, the MSDE program, Basic Education: Teaching the Adult has spread rapidly throughout the country and is being used in a variety of ways.

V
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

A series of 30 telelessons and an accompanying manual designed to train teachers of adult basic education was developed by the Maryland State Department of Education.

This series was utilized and evaluated in 25 colleges and universities throughout the United States in the spring of 1975. The purpose of the evaluation was to describe the types of courses, students, faculty and instructional procedures involved, determine the effectiveness of the program, and survey the reactions of faculty, students and state-level personnel to the program.

Questionnaire survey forms were used to gather information about the nature of the courses, students and instructors. Evaluation reports were used to gather information from students and faculty about their reaction to each lesson. A criterion referenced test was administered prior to, and at the completion of instruction. Survey and lesson evaluation data were analyzed descriptively and test data by an analysis of variance for repeated measures.

A total of 430 students in the 25 schools participated in this program. 356 completed both the pre and post tests. State reports were received from 36 persons.

The findings of this evaluation have led to the following conclusions:

1. These tapes and manuals can be used to teach both graduate and undergraduate students in a variety of settings.

2. Well-trained and experienced faculty taught the courses in this project.

3. Mature students with a wide variety of experience and backgrounds participated in these courses.

4. A traditional lecture-discussion-reading approach was used in conjunction with the tapes to teach these courses.

5. There is no difference in achievement among students with different levels of teaching experience.

6. There is no difference in achievement between learners with and without prior ABE experience.

7. There is no difference in achievement between learners with full and part-time ABE experience.

8. Students with no prior ABE training achieve more than students with previous training.

9. There is no difference in achievement between learners who have or have not taken a television course previously.

10. Students from various geographical regions differ in their achievement in this program.

11. Instructors generally reacted favorably to the program.

12. Students generally reacted favorably to the program.

13. A number of states are using or would like to use the program.

The conclusions reached in this study are limited to the population involved. A number of uncontrolled variables such as the number of tapes shown in courses, other learning experiences, and student variability make generalization beyond this group tenuous.

However, the value in this study does not lie in its predictive ability. Its true importance is in the demonstration of the feasibility to implement this program in a variety of ways and settings, and in the evaluation of this experience by faculty and students. The generally positive reaction of these two groups seem to confirm the value of the program. Specific strengths and weaknesses in the individual lessons indicate needed revisions and provide information useful in tape selection and utilization.

Recommendations resulting from this evaluation are of three types (1) those concerning the process; (2) those concerning decisions about the program; and (3) those for further evaluation.

1. Recommendations concerning the process:

   a. The feasibility of conducting a study such as this one should be determined before the design is firmly established. Inability to procure a control group and the lack of control over many variables caused numerous changes during the evaluation and limited the usefulness of the results.

   b. More lead-time should be provided for such studies. The delay in contracting with an evaluator, the availability of materials for use in constructing instruments and other such difficulties caused numerous problems in developing and field testing instruments, which led to certain weaknesses in them. The value of lead time is to permit pilot work and field testing to identify problems, and solve them before implementation.

2. Recommendations concerning decisions:

   a. The results of this evaluation lead to the recommendation that dissemination of the program should continue. Acceptance by both students and faculty combined with significant improvement by all involved support this recommendation.

   b. Comments made in this study indicate that individual tapes may be used more frequently than the entire series. These tapes should be packaged and made available either individually or in groups related to a single topic, so that this option is available to potential users.*

3. Recommendations concerning further evaluation:

   The limitations of the present evaluation, pointed out previously, result in the need for further study:

*Note: Individual telelessons may be purchased through the Division of Instructional Television, MSDE.

a. To compare the effectiveness of this program with a control group under carefully controlled conditions.

b. To evaluate even more carefully the strengths and weaknesses of individual lessons for the purpose of revision, elimination and improved implementation.

c. To evaluate the feasibility of using these telelessons totally or in part in a variety of ways, such as independent study, through public broadcasting, and in large group settings.

VI

ADDENDUM

In order to share the results of the project evaluation and the experience of Higher Education participants, two national conferences were held in August of 1975. One representative from each state in the five eastern regions met in Nashville and the representatives from the western states met in Denver.

Each conference involved two days of demonstration projects, feedback, participant sharing and interaction. Because these seemed important and useful in planning continued use of the series, Basic Education: Teaching the Adult, they are listed below:

1. Use of all 30 telelessons during a quarter or semester appears unnecessary because:
   a. Too little time is left for discussion.
   b. Opportunity to fully develop topics and concepts is hampered.
   c. Presentation of outside sources to classes is restricted.
   d. Overuse of television time results in student boredom and lack of proper course development.
2. Telelessons are best used as supplemental and reinforcing components of an instructional program.
3. Selective use of telelessons allows tailoring of courses to specific student needs.
4. Inservice application of telelesson may be the most appropriate way to train ABE teachers since university classes often have more generalized population which do not need some of the curriculum information in the series.
5. Careful previewing is essential.
6. Action-oriented student projects (including responsibilities for teaching one of the lessons) seems to result in more effective use of the program.

7. Students who reviewed the lessons on individualized basis often needed to discuss points of the telelesson.

In only a few cases will the courses be repeated in its entirety in institutions participating in the project. The majority of workshop participants felt that the telelessons could be used most effectively individually or in modules when appropriate to specific courses. The fact that many courses were offered as experimental, and were not a part of the approved course list of college departments, also seemed to account for these reactions.

APPENDIX A

FORMS USED FOR COLLECTING DATA

ABE/ITV

Course Information
(to be completed by the course instructor)

Name of Institution _____

Instructor _____

Course Title _____

Please answer the following questions by putting a circle around the appropriate response, checking the appropriate space or writing in the necessary information.

1. Is the course offered for credit? Yes ____ No ____

2. How many credits do students receive? 1 2 3 4 5

3. What type of credit is given?

___Semester hours ___Inservice ___Other
___Quarter hours ___Continuing Educ.Unit _____

4. What level is this credit?

___Undergraduate ___Graduate ___Both ___Other_____

5. How many weeks does the class meet?

7 8 9 10 11 12 13 14 15 16 17

6. Which day(s) do(es) this class meet?

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

7. How many minutes long is each class period?_____

8. When does the class meet?

___Before 12:00 noon ___Between 3:30 and 6:45 p.m.
___Between 12:00 and 3:30 p.m. ___After 6:45 p.m.
___Other_____

9. Where is the class held?

___On main campus ___In a school district
___At extension campus ___Other

10. In what facility is the class held?

___Regular classroom
___TV studio
___Learning center or library
___Other_____

11. What video equipment is used?

___self-contained playback unit in one facility
___monitors in one facility, playback unit in another
___Other_____

12. Who operates the video equipment?

___Instructor
___Technician
___Volunteer
___Individual students
___Other_____

13. Do you plan to preview the tapes before using them?

___All of them
___Some of them
___None of them

14. When are the tapes viewed?

___In the class
___at a scheduled time
___on student demand

___Out of class
___at a scheduled time
___on student demand

15. How are the student manuals used?

___Required reading before viewing tape
___Required reading after viewing tape
___Optional reading
___Other_____

16. How many students are enrolled in the class? _____

17. Do you have a course outline or syllabus for the course?

___Yes
___No

If so, would you please enclose a copy with this form.

18. Do you plan to require a textbook?

___Yes
___No

If so, what is the title, author and publisher?

19. What is your relationship to the institution?

___Full-time faculty
___Part-time faculty (please identify your other position below)

20. What rank do you hold?

___Professor
___Associate Professor
___Assistant Professor
___Instructor
___Other_____

21. What is your experience?

___Years of teaching at college level
___Years of teaching at pre-college level ___Other_____

22. Have you ever taught adult learners in basic education?

___Yes
___No

23. What is/are your major area(s) of expertise?

_____ _____

_____ _____

24. What is your educational background?

___Bachelor's degree
___Master's degree
___Other_____
___Master's plus 30
___Doctoral degree

Form S-1

ABE/ITV

Student Profile

NAME _____ AGE _____

GENDER (circle) MALE FEMALE COLLEGE/UNIVERSITY _____

COLLEGE STATUS (circle) Undergraduate : Sophomore Junior Senior

Graduate : Non-degree Masters Post Masters

YEARS OF TEACHING EXPERIENCE: ALL LEVELS _____

AT EACH LEVEL: Elementary (K-6) _____ Adult Basic Ed _____
Secondary (7-12) _____ Other _____
College _____

If you have taught Adult Basic Education classes, was it full-time? or part-time? (circle)

Have you had any other training specifically designed to prepare you to teach ABE?
YES NO

If so, what:

_____ College Courses (indicate how many) ____
_____ Local inservice
_____ Other _____

About how much time do you watch TV for recreation? About _____hours.

Have you had other educational experiences in which TV was used? Yes ___ No ___

_____ Taken a TV course
_____ Viewed some TV tapes in other courses
_____ Taped and viewed tapes of my activities for feedback (e.g. teaching).
_____ Other _____

Have you used TV in your teaching? Yes ____ No ____

If so, how?

_____ Made tapes to show students
_____ Used tapes made by others
_____ Permitted students to make tapes
_____ Used video replay for student feedback
_____ Other _____

Do you feel that television is a good media for learning?

Yes _____ Sometimes _____ No _____

Do you feel you would like (or do like) to teach Adult Basic Education?

Yes _____ Not sure _____ No _____

MSDE Inst Form 142 01 0

ABE/ITV WEEKLY REPORT
(To Be Completed By Instructor)

Please complete one of these forms after the last class each week.

Instructor_____ Name of Institution_____ Date_____

1. What tapes were used this week? (List numbers)

_____ _____ _____ _____

2. Were any tapes in the sequence omitted? _____Yes _____No.
If so, which ones? _____ _____ _____
Briefly explain why they were omitted.

3. Was the content of the tapes and manual relevant to the teaching of adults? (Check one)

Lesson No.	Quite relevant	Somewhat relevant	Not very relevant

4. Did the tapes communicate the content clearly?

Tape No.	Quite clearly	Fair	Not too clearly

5. Was the manner in which the content was presented in the tape interesting?

Tape No.	Very interesting	Fair	Not too interesting

6. Briefly describe any weak points of specific tapes. (Refer each to a tape number)

7. Briefly describe any strong points of specific tapes. (Refer each point to a tape number)

8. How helpful were the students manuals? Lessons to which comment refers

Filled in gaps not covered by tapes.	____	____	____	____	____
Extended the ideas initiated by tapes.	____	____	____	____	____
Repetitious of tapes.	____	____	____	____	____
Added very little to learning.	____	____	____	____	____
Other_____	____	____	____	____	____

9. What types of learning activities were conducted in the class other than viewing on TV?

_____Lecture by instructor
_____Lecture by guest
_____Large group discussion (with instructor)
_____Small group discussion
_____Panel presentation
_____Quiz or test
_____Student oral reports
_____Viewed media (other than TV)
_____Field trip
_____Individual work with material
_____Other_____

10. What types of materials were used in addition to video tapes?

_____Textbook(s)
_____Books in library
_____Films or slides
_____Audio tapes or records
_____Articles from journals
_____Instructor handouts (original material by instructor)
_____Programmed instruction
_____Learning packets
_____Other_____

(Please enclose any specific references such as books, journal articles, films, etc. and any handouts given to your class.)

11. What types of out of class assignments were given?

_____Reading in text
_____Library reading
_____Research paper
_____Developing lesson plans
_____Prepare oral presentation for class
_____Read student manuals
_____Other_____

12. Other comments, suggestions, or criticisms:

Please return to:

Miss Sandra Gruetter
Maryland State Department of Education
P.O. Box 8717-BWI Airport
Baltimore, Maryland 21240

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MSDE INST FORM 142 03-01/75

ABE/ITV

Student Evaluation
(To be completed every two weeks by each student.)

Date_____ Name of college/university_____

1. What video tapes have you viewed during the past two weeks?

   List tape numbers _____ _____ _____ _____ _____ _____

2. Do you feel you learned anything new that would help you in teaching ABE students?

Lesson No.	Quite a bit	Some	Very little
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

3. Did the tapes communicate content clearly?

Lesson No.	Very clear	Fair	Not too clear
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

4. Was the manner in which the content was presented by the tapes interesting?

Lesson No.	Very interesting	O.K.	Boring
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

5. Briefly describe any strong points of specific tapes. (Refer each point to a tape number.)

6. Briefly describe any weak points of specific tapes. (Refer each point to a tape number.)

7. How useful were the manuals?

	Lesson to which comment refers.					
Filled in gaps not covered by tapes.	___	___	___	___	___	___
Extended the ideas initiated by tapes.	___	___	___	___	___	___
Repetitious of tapes.	___	___	___	___	___	___
Added very little to learning.	___	___	___	___	___	___
Other_____	___	___	___	___	___	___
_____						

8. Briefly describe any other learning activities, besides tapes and manuals, that you felt were helpful? (e.g. specific readings, lectures, assignments, discussions, etc.)

Return to instructor upon completion.

MSDE INST FORM 142 05-05/75

MARYLAND STATE DEPARTMENT OF EDUCATION

Adult Basic Education Instructional Television Program

Survey of State Directors

State_____ Official position of person completing form_____

_____

1. Were you aware of the existence of the instructional television program, Basic Education; Teaching the Adult, described in the enclosed brochure, prior to this communication?

   Yes_____ No_____

2. Are these video tapes currently being used in your state?

   Yes_____ No_____

   If your answer to this question was NO, please respond only to questions "a" and "b" below. If your answer was YES, please skip to question 3.

   a. Do you feel this program has any potential use in your state?

      Yes_____ No_____

      If so, please describe briefly how you envision it might be used?

   b. Would you like to acquire a set of these video tapes for use in your state?

      Yes_____ No_____

3. Are the video tapes being used in your state in any other way than a University based credit course?

   Yes_____ No_____

   If NO, do not answer any further questions.
   If YES, please answer as many of the following questions as possible.

4. How have the video tapes been used?
   _____ Short workshops conducted by state agencies
   _____ Inservice programs conducted in local school districts
   _____ At professional association meetings
   _____ By individuals in resource centers
   _____ Other (briefly describe)

5. With whom were the video tapes used?
   _____ Regular public school teachers
   _____ Special teachers of ABE
   _____ Teachers in other agencies (e,g, correctional institutions, social agencies, etc.)
   _____ School administrators
   _____ Coordinators
   _____ Other (please specify)

6. For what purpose were the video tapes used?
   _____ Skill training
   _____ General orientation
   _____ Interest stimulation
   _____ Other (briefly describe)

7. What video tapes have been used and approximately how frequently was each used?

Tape	Frequency of Use	Tape	Frequency of Use
1	_____	16	_____
2	_____	17	_____
3	_____	18	_____
4	_____	19	_____
5	_____	20	_____
6	_____	21	_____
7	_____	22	_____
8	_____	23	_____
9	_____	24	_____
10	_____	25	_____
11	_____	26	_____
12	_____	27	_____
13	_____	28	_____
14	_____	29	_____
15	_____	30	_____

8. Was the accompanying manual used in any of these programs?

   Yes_____ No_____

   If YES, briefly describe how it was used.

9. How did the persons who viewed the video tapes react to them?
   _____ Enthusiastically
   _____ Positively
   _____ Neutral
   _____ Negatively
   _____ Other (please describe)

If you conducted a formal evaluation of the programs in which these video tapes were used, it would be appreciated if you would enclose a copy of the results.

10. If there are other comments you would like to make about these programs in which the video tapes were used, please do so here or on the back of these forms.

11. What recommendations do you have concerning the video tapes and manuals?

12. What suggestions would you offer to others concerning the use of the tapes and/or manuals?

13. What plans do you have for use of this program in your state in the future?

APPENDIX B

PARTICIPATING INSTITUTIONS AND INSTRUCTORS AND THEIR GEOGRAPHICAL REGIONS

Appendix B

PARTICIPATING INSTITUTIONS AND INSTRUCTORS AND THEIR GEOGRAPHICAL REGIONS

Alabama State University
Marshall L. Morrison
Region IV

University of Alaska
Larry C. Helms
Region X

University of Arkansas
Donnie Dutton
Region V

Ball State University (Ind.)
John Craddock
Region V

Central State University (Okla.)
Richard Mitchell
Region VI

Colorado State University
John C. Snider
Region VIII

D. C. Teachers College
Frank B. Lawrence
Region III

East Carolina University (N.C.)
Leonard D. Lilley, Jr.
Region IV

University of Evansville (Ill.)
Marvin E. Hartig
Region V

Idaho State University
Wanda Hole
Region X

Kansas State University
Albert Campbell
Region VII

Montclair State College (N.J.)
Carol Dann
Region II

Northern Illinois University
Robert M. Smith
Region V

Oregon State University
Michael Colbert
Region X

University of Puerto Rico
Maria Rios
Region II

Rhode Island College
Catherine Rosenkranz
Region I

Salem State College (Mass.)
Carroll F. Towey
Region I

Salisbury State College (Md)
Maurice W. Bozman
Region III

Tennessee State University
Leo McGee
Region IV

Texas A & M University
Don F. Seaman
Region VI

The University of Toledo (Ohio)
Newton C. Rochte
Region V

University of Utah
Alton P. Hadlock
Region VIII

Keamey State College (Kans.)
Dwight Cline
Region VII

McNeese State University (La.)
Mel Morace
Region VI

Worcester State College (Mass.)
Jane E. Spivak
Region I

CE 007 601